PERCEPTIONS OF AUTHENTIZOTIC CLIMATES AND EMPLOYEE HAPPINESS: PATHWAYS TO INDIVIDUAL PERFORMANCE?[1]

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ABSTRACT

We discuss how six dimensions of the authentizotic psychological climate explain stress and affective well-being at work, and how stress and affective well-being explain self-reported individual performance. The sample comprises 199 employees from 118 organizations. The findings indicate the good psychometric properties of the authentizotic climate measure, and suggest that (a) affective well-being, mainly enthusiasm and vigor, explain unique variance of self-reported performance and (b) the perceptions of authentizotic climates explain unique variance of stress, affective well-being and self-reported performance. A configurational approach is also presented for dealing with the ways people combine their perceptions of authentizotic climates, emotional states, stress and self-reported performance.

Keywords: authentizotic psychological climate; stress; affective well-being at work; self-reported individual performance

In a paper on the value of happiness in the workplace, Gavin and Mason (2004) stressed that economic productivity has been extracted from the average worker, in large measure, at the cost of his/her health and happiness and that this trend towards dysfunctional effects needs to be reversed. This reversion is what the "positive organization studies" movement (Seligman & Csikszentmihalyi, 2000; Luthans, 2002; Cameron et al., 2003) have been looking for. It suggests that more efforts must be devoted to developing people's strengths, to help people achieve happiness and to contribute to make life meaningful. Gavin and Mason (2004) illustrated their arguments with companies ranked in Fortune's "100 best companies to work for". This ranking, published in several countries, considers five dimensions as characteristic of the good workplace: credibility, respect, fairness, pride and camaraderie. The ranking affords the idea a great deal of attention, with featured companies serving as potential benchmarks to organizations in search of improvement and good publicity. The presence in the ranking may be a significant source of reputation in the job market in this era of "war for talent" (Martin et al., 2005). The model represents the popular expression of a focus on the human side of the organization, which is also present in projects such as the *Best Companies for Working Mothers* and APA's *Psychologically Healthy Workplace Award*.

A useful dialogue between the managerial and scholarly fields can be seen in the interest shown by the academia in the positive impact of "best places to work for" on organizational performance (Filbeck & Preece, 2003; Fulmer et al., 2003). One prominent example of this dialogue arose when Kets de Vries' (2001) notion of the "authentizotic organization" to capture the essence of these workplaces. "Authentizotic" is a neologism that combines the Greek words "authentekos" and "zoteekos", meaning that an organization is trustful and reliant, and vital to life, respectively. The idea underpinning the authentizotic theory is that organizations can be a source of meaning and growth for people, instead of leading to psychological suffering and feelings of alienation (Frost, 2003).

Basically, authentizotic organizations are able to develop a set of meta-values that allow their members to grow their senses of purpose, self-determination, impact, competence, belonging, meaning and enjoyment. According to Kets de Vries, they can be an anchor for health and psychological well-being (PWB), a way of developing a positive self-esteem, and a source of coping with stress. Thus, the search for authentizotic workplaces promises to counterbalance the bias towards the negative side of organizational life.

Empirical research on authentizotic workplaces is scarce. For example, the psychometric properties of the instrument used by The Great Place to Work Institute to rank companies are unknown outside of the Institute itself. To fill this gap, and taking inspiration from the authentizotic organization concept, the first author and associates (AUTHORS) have previously developed and validated an instrument for measuring authentizotic psychological climates. Factor analyses suggested a well-adjusted six-factor model: spirit of camaraderie, trust/credibility of the leader, open and frank communication with the leader, opportunities for learning and personal development, fairness and work-family conciliation (see Table 2). The six climates predict turnover intentions, commitment and self-reported individual performance.

In this paper, we study how the employees' perceptions regarding these dimensions explain two constructs related to PWB: affective well-being at work and stress. We also study how PWB explains self-reported individual performance. We focus on psychological climate, which can be conceptualized as the "individual's psychologically meaningful representations of proximal organizational structures, processes, and events" (Parker et al., 2003, p. 390). The construct of psychological climate is "alive and well" (Parker et al., 2003, p. 408) and it influences important individual-level outcomes (e.g., motivation, commitment, satisfaction and performance). Psychological climate enables people to interpret events, predict possible outcomes, and gauge the appropriateness of their subsequent actions. Variation in these perceptions and valuations is likely to result from differences among people, from differences in "real" situations, from the employee-situation interaction, and from perceptual biases (Brown & Leigh, 1996). Although employees in

the same organization may share the perceptions of the work environment, different employees can also espouse different perceptions of it and, accordingly, react differently to the same "real" environment. Studying psychological climate seems an appropriate way to research well-being because, as Haller and Hadler (2006) have pointed out, it is people's subjective perception and evaluation which is most significant for happiness and satisfaction, not so much the objective situation itself.

With this in mind, we structured the paper as follow. After discussing the happiness-performance relationship, we theoretically integrate the concepts of authentizotic psychological climate, stress and affective well-being. Next we describe how we developed and validated the instrument to measure authentizotic climates. Then we present the method, results, discussion and conclusions. Given the negative bias of organization and management studies, we view our research as contributing to the "positive turn" in organization and management research (Cameron et al., 2003).

HAPINESS AND PERFORMANCE

"Happiness" is a subjective experience: people are happy to the extent that they believe themselves to be happy. Scholars tend to treat "happiness" as PWB, a three dimensional construct which includes the life satisfaction, presence of positive emotional experiences and absence of negative emotional experiences components (Diener, 2000; Haller & Hadler, 2006). Promoting employees' PWB is good in itself (Cameron et al., 2003), but also a way of promoting performance (Wright & Cropanzano, 2004). According to the broaden-and-build model (Fredrickson, 2001), happier employees are more easily able to "broaden-and-build" themselves, more creative, resilient, socially connected, physically and mentally healthy, and more productive. From this, we derive our first hypothesis:

H1: *the higher the employees' psychological well-being the higher their individual performance.*

PSYCHOLOGICAL CLIMATES AND AFFECTIVE WELL-BEING

Affective well-being is one of the most important indicators of PWB (Daniels, 2000). The construct reflects the frequent experience of positive affects and the infrequent experience of negative affects. It comprises five bi-polar dimensions: anxiety-comfort, depression-pleasure, boredom-enthusiasm, tiredness-vigor and anger-placidity. The literature provides several reasons to believe that the perceptions of authentizotic climates may influence affective well-being. These are discussed next.

Spirit of camaraderie. Gratifying relationships with other people are a major source of PWB (Baumeister & Leary, 1995; Haller & Hadler, 2006). They play a crucial role in meeting social, intimacy and security needs. They are important sources of social support, which is related to different measures of PWB, such as positive and negative affect, self-esteem, adjustment, comfort, enthusiasm, loneliness, job satisfaction, health, neuroticism and happiness (Daniels, 2000; Christopher et al., 2004; Limbert, 2004; Kiefer, 2005). Thus, positive perceptions of spirit of camaraderie tend to make employees feel that they can meet important affiliation and social needs, thus experiencing higher affective well-being. Hence:

H2a*: employees with positive perceptions of spirit of camaraderie experience higher affective well-being.*

Positive leader-follower relationships. Trust and credibility of the leaders, as well as open and frank communication with them, may strengthen the employees' feelings of emotional support,

improving their well-being (Kramer & Tyler, 1996; Aycan & Eskin, 2005). They can also promote employees' self-esteem and identification with the organization, leading to more pleasant affects (Herrbach & Mignonac, 2004). On the contrary, when trust and communication with the leader are poor, employees may feel pressed to express emotions that differ from those that they privately feel, thus experiencing emotional dissonance and lower PWB (Morris & Feldman, 1996). The perceptions of trustful behaviors of leaders also favor more cooperative behavior among colleagues, which can further lead to pleasant affect (Herrbach & Mignonac, 2004). It is also likely that the employees consider their leaders as authentic, and thus become more strongly identified with them and with the organization and experience more positive emotional states and higher self-realization (Ilies et al, 2005). From this we derive our next hypotheses:

H2b: *employees who perceive that leaders are trustworthy and credible experience higher affective well-being.*

H2c: *employees who perceive that they can communicate open and frankly with leaders experience higher affective well-being.*

Opportunities for learning and personal development. Positive perceptions of opportunities for learning and personal development may render the job more intrinsically rewarding and, thus, lead to feelings of well-being (Kasser & Ryan, 1996; Diener & Suh, 1999). They may also lead to an increase in the perceived meaningfulness of work, encouraging people to invest more cognitive and emotional resources in their work, and enhancing employee identification with their work roles and organizations (Brown & Leigh, 1996). These effects, in turn, can lead to positive affect (Herrbach & Mignonac, 2004). It is also possible that people develop stronger senses of job competence and autonomy when they perceive learning opportunities, inducing them to feel more enthusiastic and comfortable in presence of the job requirements (Daniels, 2000). Hence:

H2d: *employees who perceive good opportunities for learning and personal development experience higher affective well-being.*

Justice. The literature has supported the prediction that justice perceptions are associated with affective well-being (Brief & Weiss, 2002). For example, Weiss et al. (1999) concluded that happiness, guilt, anger and pride were influenced by justice perceptions. Fitness (2000) discovered that followers' anger was a product of unjust treatment by leaders. Tepper (2001) found that perceptions of justice predict depression and emotional exhaustion. According to this author, perceptions of injustice may threaten the employees' senses of respect and dignity and their well-being, harming their self-worth and self-efficacy, leading them to feel lack of psychological coping resources needed to sustain hope and problem solving in face of threats to their well-being. The consequence is that employees will regard injustice factors as stressors which produce psychological distress. From this, we derive another hypothesis:

H2e: *employees with positive justice perceptions experience higher affective well-being.*

Work-family conciliation. Work-family conflict decreases career and life satisfaction, impoverishes marital adjustment, and increases unhappiness, stress, depression, anxiety and substance abuse (O'Driscoll et al., 2004; Aycan & Eskin, 2005; Greenhaus et al., 2006). Therefore, the literature supports the prediction that the perceptions of lack of work-family conciliation can lead to poorer quality of life and lower levels of affective well-being. They may induce employees to feel a lack of organizational support, generating lower affective well-being (Deborah et al., 1993; Richardsen et al., 1999). Employees can also lose the sense of meaningfulness at work (Richardsen et al., 1999). On the contrary, when they perceive conciliation between both roles, they engage more strongly in work and family roles, meet their needs in both of them, experience less stress

when participating in both roles, and obtain high self-esteem from the competence they achieve in their family and working lives (Marks & MacDermid, 1996).

H2f: *employees with positive perceptions about work-family conciliation experience higher affective well-being.*

ANTECEDENTS AND CONSEQUENCES OF STRESS

Stress can be defined as the inability to cope with one's job pressure (Ganster & Schaubroeck, 1991). It emerges when, for example, an individual perceives that external demands are not matched by internal needs and values, when one feels to have not enough resources to face those demands or enough discretion to control the job, or imputes high importance to the perceived demands and considers to not having social support necessary to meet them. Stress may have detrimental impact upon employees and the organization (Cooper, 1998; Evers et al., 2000; Ganster & Murphy, 2000; Hart & Cooper, 2001). Organizational consequences include absenteeism, performance decline, accidents at work, higher costs with healthcare, low motivation levels, increase of interpersonal conflicts, communication failures and decision making mistakes. The literature also supports the prediction that work stress is associated with low levels of job satisfaction and PWB (Deborah et al., 1993; Daniels & Guppy, 1994; Fairbrother & Warn, 2003). Thus:

H3a*: employees with higher stress denote lower affective well-being.*

H3b*: employees with higher stress denote lower individual performance.*

Several aspects of working life are linked to stress (Ganster & Murphy, 2000; Hart & Cooper, 2001; Fairbrother & Warn, 2003; Greenberg, 2004; Spector et al., 2004). The list includes

unsatisfactory interpersonal relationships, autocratic leadership behavior, work-family conflict, absence of social support, lack of involvement in decision making, lack of opportunities for career advancement and to use personal talent, lack of control over aspects of the job, and unfairness. However, as the transactional models suggests, the same stimuli can be perceived and dealt differently by different individuals. Employees will experience higher stress when they perceive poor authentizotic climates. One possible explanation is that such perceptions decrease the employee's sense of social support (Daniels & Guppy, 1994; Richardsen et al., 1999). Social support is an important asset for individual adjustment and has consistently been related to superior health and well-being (Nielson et al., 2001; Aycan & Eskin, 2005).

Other arguments can also be added. Perceptions of poor spirit of camaraderie may make people feel that external constraints prevent them from meeting social needs, and that they have not coworker support to deal with difficult or challenging tasks. The perceptions of leaders' disrespectful behaviors may make employees to feel lack of social support to cope with job demands, fear to be betrayed, and lack of voice opportunities. The perceptions of lack of opportunities for learning and personal development may signalize poor job autonomy, lack of control over aspects of the job (Bussing et al., 1999; Fairbrother & Warn, 2003) and lack of opportunities to career advancement. Perceptions of unfairness may engender feelings of poor relationships with leaders, lack of psychological safety, a feeling of being disrespected, and feelings of lack of social support to cope with the events that have implications for employee well-being (Tepper, 2001; Greenberg, 2004). The perceptions of lack of work-family conciliation may give rise to feelings of role conflict, and to the sense that the external demands are outside employee control. On the contrary, positive perceptions of authentizotic climates may facilitate the employees' strengths of resilience and hope (Luthans, 2002; Norman et al., 2005), which provides them with resources to deal more proactively and positively with stressful demands and challenges. From this discussion we derive the following:

H4a*: employees with positive perceptions of spirit of camaraderie experience lower stress.*

H4b*: employees with positive perceptions of trust and credibility of the leader experience lower stress.*

H4c*: employees with positive perceptions of open and frank communication with the leader experience lower stress.*

H4d*: employees with positive perceptions of opportunities for learning and personal development experience lower stress.*

H4e*: employees with positive perceptions of fairness/equity experience lower stress.*

H4f*: employees with positive perceptions of work-family conciliation experience lower stress.*

AUTHENTIZOTIC AND WELL-BEING CONFIGURATIONS

The fact that two authentizotic dimensions intercorrelate positively does not preclude that some people show a high score in one dimension and low score in the other. Each employee can be characterized by a combination of emotional states, of perceptions about organizational climates and of a certain performance level. This may be an appropriate way of dealing with reciprocal causality: (1) stress can influence emotions, but positive emotions can also help people to be more proactive and resilient and less prone to stress symptoms; (2) employees' perceptions of the authentizotic climates may be influenced by their own affective states; (3) PWB may influence performance, but more performing employees may also increase self-esteem and self-efficacy, receive better social and emotional rewards from leaders, remain more enthusiastic and experience other positive affects.

One statistical tool to identify these potential combinations is cluster analysis, a technique that sorts individuals into clusters, so that the association is strongest between members of the same cluster and weakest between members of different clusters. Considering the possible combinations and our exploratory intention, no hypothesis is specified in this regard.

METHOD

We collected a convenience sample of 213 employees from 128 organizations. They were participants in a seminar on ethics and organizational behavior, having participated in the study before the seminar. All were university graduates and performed a wide range of jobs (e.g., bank and insurance clerks, engineers working in several construction and telecommunications companies, computer programmers and operators, salespeople). Due to non-responses, 14 individuals were not considered. The final sample included 199 employees (28% female) from 118 organizations. Mean age was 33.4 years, and tenure was 7.6 years. To reduce common method biases, respondents' answers were anonymous and it was assured that there were no right or wrong answers. Counterbalancing the order of the measurement of the predictor and criterion variables was also done. Different scale endpoints, formats and ranges for the predictor and criterion measures were employed.

First, individual (self-reported) performance was measured with three items from Staples et al. (1999), and one worded by ourselves. The items are: (1) "I believe I am an effective employee"; (2) "I am happy with the quality of my work output"; (3) "My manager believes I am an efficient worker"; (4) "My colleagues believe I am a very productive employee". Individuals reported the degree to which each assertion applied to them, in a seven-point Likert scale (1 = does not apply to me at all; 7 = applies completely to me). Cronbach Alpha is 0.86.

Second, we measured stress with three items from Staples et al. (1999), and eight from the authors. Sample items are "I work under a lot of tension" and "Problems associated with my job have kept me awake at night". We invited individuals to report whether statements applied to them, in seven-point scale. Cronbach Alpha is 0.85. We measured affective well-being with the instrument validated by Daniels (2000). It includes 30 bi-polar scales, measuring the five dimensions mentioned previously. Each dimension includes six items, three expressing the frequency of negative affect, and three expressing the frequency of positive affect. We invited

participants to think about their feelings in the last three months in the organization, and to answer with a seven-point scale ranging from “never” (1) to “always” (7). Confirmatory factor analysis showed that the five-factor model fits the data unsatisfactorily. After removing some items according to the modification indices and standardized residuals (Byrne, 1998), a well-fitted 15-item model emerged (Table 1). Only one Lambda value is lower than 0.50 (0.46), and Alphas are greater than 0.70.

Table 1 about here

Finally, participants reported their perceptions of organizational climates with an instrument previously developed and validated by ourselves (AUTHORS). We started wording and collecting items on several positive reports in the literature, including authentizotic organizations, best places to work for (Levering & Moskowitz, 1993), psychological sense of community at work (Burroughs & Eby, 1998), living companies (De Geus, 1997), and family-friendly companies (e.g., Strachan & Burgess, 1998). We developed items that met the seven senses that, according to Kets de Vries, are essential for the of creation of authentizotic workplaces and for promoting employee health: purpose, self-determination, impact, competence, belonging, meaning and enjoyment. These senses meet two motivational need systems of individuals that are of particular interest for life in organizations: attachment/affiliation and exploration and assertion (Kets de Vries, 2001).

After exploratory and confirmatory analyses, an instrument comprising 21 self-report scales and measuring six authentizotic dimensions (Table 2) emerged. These dimensions fit six of the seven senses referred by Kets de Vries. The spirit of camaraderie fits the sense of belonging. Work-family conciliation meets the sense of self-determination (i.e., employees have a feeling of control over their lives). Opportunities for learning and personal development (comprising aspects related

to empowerment, personal growth and putting imagination and creativity on work) also match the senses of impact, competence, enjoyment and meaning. Furthermore, it is difficult to imagine a workplace where people experience senses of belonging and of enjoyment if they do not trust leaders and feel unfairly treated.

We measure the individuals' perceptions of their work environment, which represent the "psychological climate": how individuals view the organization. The aggregation of these perceptions represents the "collective climate". Collective climates are statistically generated to empirically produce collections of individuals who share similar psychological climate perceptions (Joyce & Slocum, 1984). Individuals answered in a six-point scale ranging between "the statement is completely false" (1) and "[it] is completely true" (6). Confirmatory factor analysis shows that the six-factor model fits the data well (Table 2). Only one Lambda is lower than 0.50 (0.49), and Alphas exceed or are very close to 0.70.

Table 2 about here

An ANOVA was run with organization as independent variable to test the independence between cases. For all the latent variables no significant differences between organizations were found (i.e., no F-values were significant; $p<0.05$). This finding is not surprising considering that, in most cases, individuals from the same organization came from different departments and, sometimes, different locations.

RESULTS

Table 3 presents the means, standard-deviations and correlations. Considering the six-point scale, the scores of psychological climates are moderate, the lowest referring to work-family balance. Considering the seven-point scale, affective well-being is moderate (especially the comfort score), the level of stress is low, and employees tend to self-report moderate performance. Psychological climates inter-correlate positively, but the correlations concerning work-family balance are moderate. Psychological climates correlate negatively with stress and positively with affective well-being. The five dimensions of affective well-being inter-correlate positively. Stress correlates negatively with all dimensions of affective well-being. Self-reported performance correlates positively with authentizotic and affective well-being variables, and negatively with stress.

Table 3 about here

For testing hypotheses 1 and 3b, hierarchical regression analyses were carried out (Table 4). Affective well-being explains 14% of unique variance of self-reported performance (step 4 comparatively to step 2). Enthusiasm and vigor are the best predictors. Thus, hypothesis 1 is supported. Stress explains no unique variance of self-reported performance (step 4 comparatively to step 3). Thus, hypothesis 3b is not accepted. Considering that some authentizotic dimensions relate with self-reported performance, we carried out a second hierarchical regression analysis (Table 4). Authentizotic dimensions explain 4% of the unique variance of individual performance. The results indicate that perceptions of open and frank communication with leaders and opportunities for learning and personal development may be important for performance.

Table 4 about here

For testing hypothesis 2, 3a and 4, unique variances were also calculated (Table 5). The perceptions of spirit of camaraderie explain unique variance of comfort, pleasure and placidity, thus supporting hypothesis 2a. Perceptions of opportunities for learning and personal development explain unique variance of enthusiasm and vigor, thus supporting hypothesis 2d. Perceptions of trust and credibility of the leaders, open and frank communication with the leaders, fairness and work-family conciliation do no predict unique variance of any affective well-being dimension. Thus, hypotheses 2b, 2c, 2e and 2f were not supported. Stress explains unique variance of affective well-being, higher stress being associated with lower well-being. Thus, hypothesis 3a is supported. Perceptions of trust and credibility of the leader, and of the work-family balance explain stress in the predicted direction, supporting hypotheses 4b and 4f. The perceptions of opportunities for learning and personal development predict stress, although in a direction opposite to prediction. Hypothesis 4d was not supported, the same happening with Hypothesis 4a, 4c and 4e.

Table 5 about here

In predicting stress, the positive Beta regarding opportunities for learning and personal development is surprising, considering that both variables inter-correlate negatively. Adding to the regression the product of those opportunities by work-family conciliation, the predictive value for stress increases 1.1% and the Beta of the product of this interaction is significant. Figure 1 depicts the pattern of this interaction. It seems that stress increases when people feel that they cannot take advantage of opportunities for learning and personal development due to some work-family

conflict; and it decreases when people feel that those opportunities are aligned with good conditions to balance work and family roles.

Figure 1 about here

A cluster analysis (complete linkage; squared Euclidian distance) was carried out over all the latent variables. The complete linkage method may originate clusters with few members, but tends to produce tightly packed clusters. After the extraction of seven clusters, a variance analysis compared them regarding all the variables (Table 6). When affective well-being increases, self-reported performance also increases. However, the relationship between the psychological climates and the other variables is not linear, as the characterization of each cluster shows.

The individuals in configuration 1 perceive poor authentizotic climates and experience high levels of stress. One possible explanation for this level of stress is the perceptions of very poor work-family conciliation or the combination of these perceptions with the opportunities for learning and personal development (Figure 1). Although experiencing low comfort, they report high levels of pleasure, enthusiasm, vigor and placidity. They also show the highest self-reported performance. It seems that the perceptions of poor authentizotic climates turn into high stress but not into lower well-being (except regarding comfort). And it seems that the high performance level comes from the high levels of pleasure, enthusiasm, vigor and placidity. One can interpret this finding as meaning that a high self-reported performance level induces high affective well-being (due, for example, to the mediating effects of self-esteem and organizational rewards). Another plausible explanation is that high affective well-being is dispositional rather than contextual.

The overall perceptions of authentizotic climates in configuration 2 are similar to those of configuration 1, although configuration 1 scores lower than configuration 2 on three dimensions,

but higher in the other two. The stress level is lower than the one of the previous cluster, which may be due to the comparatively better perceptions of work-family conciliation. Also interesting is that, in spite of the similar overall perceptions of authentizotic climates, and of a lower level of stress in comparison with the previous configuration, this configuration scores lower in four well-being dimensions, which seems to result in lower performance.

Employees in configuration 3 show an overall perception of authentizotic climates similar to the one of configuration 2. The stress level is the same. However, self-reported performance is the lowest among all clusters, which is consistent with the lowest scores in affective well-being. Possibly, a portion of this low well-being comes from the low scores on the first four authentizotic climates.

Employees in configuration 4 perceive their organizations as moderately authentizotic. The stress level is low. However, the affective well-being scores are moderate/high, which can explain the moderately high score on self-reported performance. This configuration is similar to configuration 5 regarding the authentizotic climates. However, the stress level is much higher, and the affective well-being scores are lower, which seems to result into lower individual performance.

Employees in configuration 6 show more positive perceptions than those of configuration 5 in all authentizotic climates. They also show lower stress and higher well-being. Therefore, it is not surprising that they self-report higher performance. However, in comparison with configuration 4, the more positive perceptions of configuration 6 on authentizotic climates do not turn into higher self-reported performance. This may be due to the lower affective well-being scores of configuration 6 compared with those of configuration 4.

Participants in configuration 7 show high scores in all authentizotic climates, low stress levels and high scores in all the well-being dimensions. Thus, it is not surprising that they present the second highest self-reported performance.

DISCUSSION AND CONCLUSION

Main findings. Our findings contribute to two empirical areas of management: (1) how PWB predicts self-reported performance; (2) the antecedents of PWB. Regarding the first one, employees who experience higher enthusiasm and vigor report higher performance. The finding is consistent with evidence suggesting that happier employees are better able to "broaden-and-build" themselves. It is plausible that more enthusiastic and vigorous employees become more committed to work, apply their potential in carrying out the job, actively try to solve problems and take advantage of opportunities, and persevere when facing obstacles.

Contrary to what was hypothesized, stress does not explain unique variance of self-reported performance. However, more stressed employees feel less comfortable and pleasant. This corroborates the literature which suggests that stress is associated with low levels of job satisfaction and PWB (Deborah et al., 1993; Daniels & Guppy, 1994; Fairbrother & Warn, 2003). This indicates that the effect of stress on performance may be indirect and that stress may be detrimental of performance when it turns into lower affective well-being.

The relevance of stress and affective well-being for performance leads us to the second empirical stream, mainly to the influence of the perceptions of authentizotic climates on stress and well-being. First: employees denote higher stress when they perceive that their leaders lack trustworthiness and credibility, and that conditions to balance work and family roles are absent. Lack of trust in the leader can be a source of psychological insecurity. It is also likely that the perceptions of lack of work-family balance foster role conflict and induce feelings of poor organizational support, thus increasing stress. The findings also show that opportunities of learning and personal development can foster stress if employees feel lack of conditions to balance family and work roles. Second: employees who perceive a positive spirit of camaraderie report higher comfort and pleasure. They meet social needs, get social support for dealing with work difficulties, challenges and opportunities, experience less relationship conflicts and feel intrinsically motivated (Kasser & Ryan, 1996) for feeling respected as human beings and not just as "resources".

Employees perceiving better opportunities for learning and personal development develop higher enthusiasm and vigor at work. They may perceive their jobs as more intrinsically motivating and rewarding, feel more empowered, feel they can put creativity on the job, and perceive that their senses of impact, competence, enjoyment and meaning are being fulfilled.

The relevance of psychological climates is also corroborated by the finding suggesting that they predict unique variance of self-reported performance. Perceptions of open and frank communication with leaders may improve the quality of leader member-exchange and foster individual performance. It is also likely that the perceptions of good opportunities for learning and personal development induce employees to get meaning for performing the job, to feel that they can develop their competencies and to put their full potential in carrying out the job. This is consistent with a prominent stream of literature arguing that employees engage more completely and invest their entire selves in the job when they perceive that the work environment is psychologically safe and meaningful and that it provides conditions to satisfy their psychological needs (Brown & Leigh, 1996).

The findings corroborate Martin, Jones and Callan's (2005) observation that "employees whose perceptions of the organization and environment in which they were working (…) were more positive, were more likely to appraise change favourably and report better adjustment in terms of higher job satisfaction, psychological well-being, and organizational commitment, and lower absenteeism and turnover intentions" (p. 263). Parker et al. (2003) also found that psychological climates "do have reliable relationships with employees' work attitudes, psychological well-being, motivation and performance" (p. 405). Our results are also consistent with the literature that suggests an association between worker dignity and organizational results (Hodson & Roscigno, 2004).

Implications for management. Our study suggests that fostering a psychologically happy workforce may be a means for promoting better individual performance. It also suggests that such a

workforce can be developed through leadership and organizational practices that foster employees' positive perceptions of a features of the work environment.

To build authentizotic psychological climates and healthy organizations, managers must care about how employees perceive the organization, paying attention to a number of aspects: (a) a respectful and trustful way of acting; (b) opportunities for learning and personal development provided to employees; (c) the degree they treat employees as people in search of meaningful work; (d) the honesty and frankness they place in relating with subordinates; (e) strategies they develop to facilitate work-family balance; (f) ways they promote spirit of camaraderie and teamwork and (g) the fairness in their decisions involving promotions and rewards. If, as Haller and Hadler (2006) argued, it is people's subjective perception and evaluation which is most significant for PWB, managers must act to influence employees' perceptions, not just for changing the work environment. These are good reasons to follow Parker et al.'s (2003, p. 406) recommendation: "psychological climate assessments should be part of interventions attempting to improve the quality of work life (…)", to reduce employee turnover and to improve motivation and performance.

Limitations and future research. We collected the dependent and independent variables simultaneously from the same source. This makes the study vulnerable to common method variance. Thus, future studies could collect data from dependent and independent variables in separate moments. This would reduce the respondents' tendency to search for similarities in the questions and to maintain consistency in the answers. Another way to minimize the risks of common method biases could be to use a multiple source method, with some individuals reporting their perceptions of organizational features, and others expressing their levels of stress and well-being, and supervisors describing their performance. Objective measures of performance may also be considered when possible.

All things considered, the precautions mentioned in the methods section to reduce method biases seem to be fair and reasonable "remedies" (Podsakoff et al., 2003). In any case, as a

complementary “statistical remedy”, we performed Harman’s single-factor analysis. If a significant amount of common method bias exists in data, then a factor analysis (unrotated solution) of all the variables in the model would give rise to a single factor accounting for most variance. An eigenvalue-greater-than-one criterion revealed eleven factors, the first of which explained 27.4% of the variance. This suggests that the data were not subject to common method bias.

Another criticism is that our study does not express the causal links between dependent and independent variables. Employees’ perceptions may be influenced by their affective states (Brief & Weiss, 2002), rather than the other way around. Adopting a configuration approach, we dealt more appropriately with the multifaceted nature of individuals and the likely reciprocal causality links between variables. In any case, this does not exclude the need of future longitudinal or experimental studies that may specify what the more robust causal link is.

All respondents are university graduates. Future studies may collect a more diverse and larger sample. One consequence of our small sample size is that some clusters include a limited number of cases, which is statistically questionable. However, reducing the number of clusters would impede some configurations.

Despite the above criticisms, the study suggests two important points: (1) organizations and leaders can foster a psychologically healthy workforce if they improve the perceptions of their employees regarding the authentizotic dimensions discussed in this paper; (2) this may produce good results, considering that employees experiencing better affective well-being may also be more productive.

Brief and Weiss (2002, p. 299) stated that “we know less than we should about features of work environments that are likely to produce particular (positive and negative) moods and emotions among those who spend perhaps the majority of their working hours in them, five or more days a week”. And Wright and Cropanzano (2004) argued that “it is reasonable and highly practical for both business executives and management scholars to understand that happiness is a valuable tool

for maximizing both personal betterment and employee job performance" (p. 338). With this study, we offered empirical evidence for both arguments.

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Table 1

Confirmatory factor analysis: Affective well-being *

Anxiety-comfort	**(0.71)**
Anxious (r)	0.69
Worried (r)	0.55
Tense (r)	0.74
Depression-pleasure	**(0.75)**
Depressed (r)	0.68
Happy	0.85
Cheerful	0.65
Boredom-enthusiasm	**(0.89)**
Enthusiastic	0.86
Motivated	0.86
Optimistic	0.83
Tiredness-vigor	**(0.72)**
Active	0.92
Alert	0.46
Full of energy	0.74
Anger-placidity	**(0.72)**
Aggressive (r)	0.51
Calm	0.73
Annoyed (r)	0.83
Fit indices	
Chi-square/degrees of freedom	2.1
Root mean square error of approximation	0.07
Goodness of fit index	0.90
Adjusted goodness of fit index	0.85
Comparative fit index	0.93
Incremental fit index	0.93
Relative fit index	0.85

* Completely standardized solution (r) Reverse-coded items. In brackets: Cronbach Alphas

Table 2

Psychological authentizotic climates: Confirmatory factor analysis*

Spirit of camaraderie	**(0.77)**
A sense of family exists among the employees.	0.61
People show concerns for the well being of the others.	0.58
A great team spirit characterizes the organization.	0.80
The organization atmosphere is friendly.	0.75
Trust and credibility of the leaders	**(0.80)**
People trust in their leaders.	0.75
Leaders fulfill their promises.	0.74
People feel that the leaders are honest.	0.76
Open and frank communication with the leader	**(0.76)**
People feel free to communicate frankly and openly with the leaders.	0.74
People feel free to show discordances to their leaders.	0.85
Talking with people placed at higher positions in the organization is easy.	0.62
Opportunities for learning and personal development	**(0.77)**
People feel that they can learn continuously.	0.61
People can place their creativity and imagination in benefit of the work and the organization.	0.61
People feel that important responsibilities are assigned to them.	0.59
People feel that they can develop their potential.	0.89
Fairness/justice	**(0.69)**
When good outcomes are reached through the employee's efforts, the "laurels" (e.g., compensation and praise) are distributed only to a few managers.(r)	0.65
People feel discriminated.(r)	0.69
Personal favoritism in the promotions exists. (r)	0.63
Work-family conciliation	**(0.84)**
This organization helps employees to reconcile work and family life.	0.84
The organization acts in order to allow people to conciliate work with their family responsibilities.	0.89
For advancing in the career, one needs to sacrifice family life. (r)	-0.49
The organization creates conditions so that people can maintain their children's instruction.	0.80
Fit indices	
Chi-square/degrees of freedom	2.1
Root mean square error of approximation	0.07
Goodness of fit index	0.86
Adjusted goodness of fit index	0.81
Comparative fit index	0.91
Incremental fit index	0.91
Relative fit index	0.81

* Completely standardized solution (r) Reverse-coded items. In brackets: Cronbach Alphas

Table 3

Means, standard-deviations and correlations

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Spirit of camaraderie	4.1	0.8												
2. Trust and credibility of the leader	4.2	1.0	0.65											
3. Open and frank com. with the leader	4.2	1.0	0.57	0.67										
4. Op. for learning and pers. development	4.3	0.8	0.53	0.62	0.56									
5. Fairness	4.8	1.0	0.47	0.58	0.62	0.46								
6. Work-family conciliation	3.8	1.1	0.37	0.50	0.36	0.25	0.30							
7. Stress	2.8	0.8	-0.39	-0.48	-0.29	-0.21*	-0.24	-0.41						
8. Comfort	3.7	0.7	0.41	0.40	0.21*	0.22	0.18*	0.30	-0.64					
9. Pleasure	5.3	0.8	0.56	0.49	0.42	0.40	0.34	0.26	-0.58	0.61				
10. Enthusiasm	5.0	0.9	0.48	0.49	0.43	0.60	0.36	0.22	-0.43	0.34	0.72			
11. Vigor	4.9	0.7	0.34	0.36	0.31	0.34	0.24	0.19*	-0.37	0.32	0.49	0.67		
12. Placidity	5.1	0.8	0.49	0.45	0.32	0.24	0.32	0.20*	-0.49	0.54	0.60	0.46	0.37	
13. Self-reported performance	5.2	0.8	0.26	0.28	0.33	0.41	0.16**	0.18*	-0.25	0.24	0.37	0.53	0.47	0.30

Correlations are significant for $p<0.001$, except when they are signaled (*$p<0.01$; **$p<0.05$).

Table 4

Regression analyses for predicting self-reported performance

	1st hierarchical regression				2nd hierarchical regression	
	Step1	**Step 2**	**Step 3**	**Step 4**	**Step1**	**Step 2**
Spirit of camaraderie	0.02	-0.01	-0.09	-0.09		-0.09
Trust and credibility of the leader	-0.05	-0.13	-0.16	-0.15		-0.15
Open and frank com. with the leader	0.21*	0.22*	0.22*	0.22*		0.22*
Op. for learning and pers. development	0.35***	0.38***	0.21*	0.21*		0.21*
Fairness	-0.14	-0.13	-0.15	-0.15		-0.15
Work-family conciliation	0.07	0.03	0.07	0.07		0.07
Stress		-0.19**		0.02	0.03	0.02
Comfort			0.08	0.08	0.08	0.08
Pleasure			-0.10	-0.10	-0.12	-0.10
Enthusiasm			0.33**	0.34**	0.45***	0.34**
Vigor			0.19*	0.19*	0.19*	0.19*
Placidity			0.13	0.13	0.07	0.13
F	8.34***	8.30***	10.44***	9.53***	15.66***	9.53***
Adjusted R^2	0.17	0.19	0.33	0.33	0.29	0.33
Adjusted R^2 change		0.02	0.14	0.00		0.04

*p<0.05 **p<0.01 ***p<0.001

Table 5

Regression analyses: How psychological climates predict stress and affective well-being

	Comfort	**Pleasure**	**Enthusiasm**	**Vigor**	**Placidity**	**Stress**
Spirit of camaraderie	0.22**	0.32***	0.13	0.06	0.31***	0.07
Trust and credibility of the leader	0.08	-0.03	-0.04	-0.02	0.18	-0.23**
Open and frank com. with the leader	-0.12	0.10	0.04	0.19	-0.02	0.03
Opp. for learning and pers. development	0.02	0.12	0.47***	0.30**	-0.10	0.17*
Fairness	-0.04	0.01	0.03	-0.11	0.09	0.03
Work-family reconciliation	-0.06	-0.09	-0.07	-0.02	-0.14	-0.18**
Stress	-0.56***	-0.43***	-0.30***	-0.10	-0.35***	-
Comfort	-	-	-	-	-	-0.40***
Pleasure	-	-	-	-	-	-0.10
Enthusiasm	-	-	-	-	-	-0.15
Vigor	-	-	-	-	-	-0.04
Placidity	-	-	-	-	-	-0.08
F	24.05***	26.29***	25.82***	8.34***	17.41***	21.49***
Adjusted R^2	0.43	0.46	0.45	0.20	0.35	0.52
Unique variance imputable to the authentizotic dimensions (i.e., after computing the variance imputable to the other variables)	2%	15%	27%	6%	11%	6%
Unique variance imputable to the other variables (i.e., after computing the variance imputable to the authentizotic variables)	22%	9%	7%	7%	8%	25%

*p<0.05 **p<0.01 ***p<0.001

Figure 1

How work-family conciliation and opportunities for learning and personal development interact to predict stress

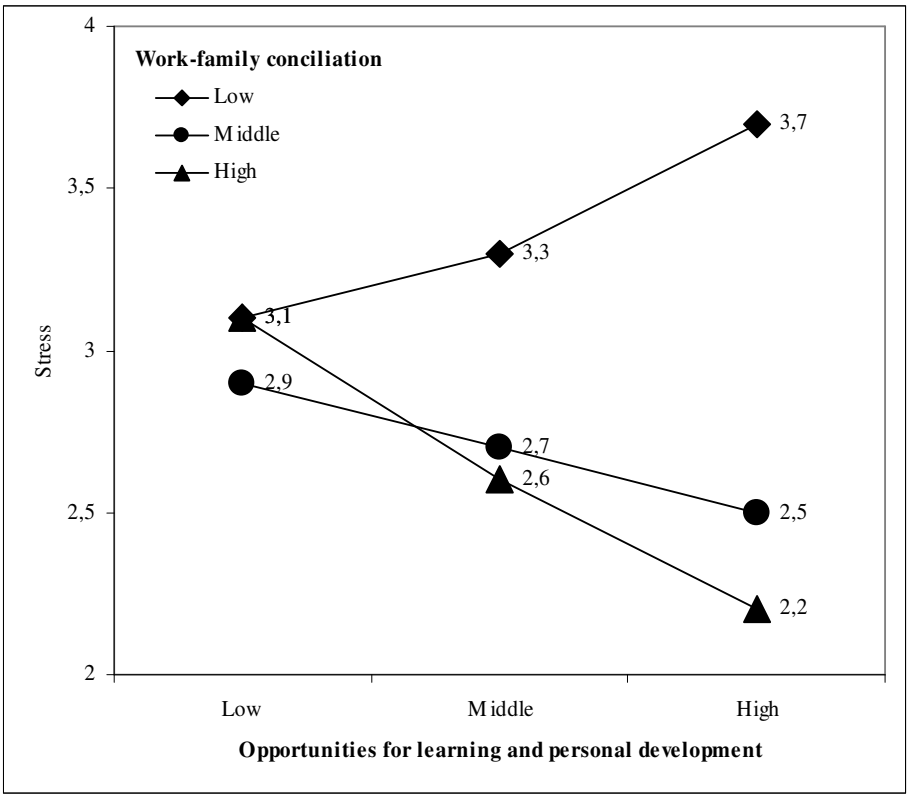

Table 6

Comparison between the seven configurations/clusters

	Cluster 1 (n=5)	Cluster 2 (n=26)	Cluster 3 (n=6)	Cluster 4 (n=84)	Cluster 5 (n=12)	Cluster 6 (n=21)	Cluster 7 (n=45)	*Anova (F-values)*
Spirit of camaraderie	2.5	3.1	2.8	4.0	4.0	4.5	4.9	*41.7**
Trust and credibility of the leader	2.5	3.2	2.2	4.0	3.8	5.0	5.1	*52.7**
Open and frank communication with the leader	4.0	2.9	3.4	4.0	4.2	5.0	5.1	*36.0**
Opport. for learning and personal development	4.0	3.4	3.0	4.1	4.3	4.4	5.1	*28.7**
Fairness	4.1	3.6	4.3	4.5	5.1	5.9	5.7	*36.7**
Work-family conciliation	1.8	3.2	3.8	3.5	3.3	4.7	4.7	*22.9**
Overall perceptions of authentizotic climates (1)	3.1	3.2	3.3	4.0	4.1	4.9	5.1	*123.3**
Stress	4.2	3.6	3.6	2.7	4.2	2.8	2.3	*32.3**
Comfort	2.7	3.3	2.3	3.9	2.8	3.6	4.2	*31.4**
Pleasure	5.3	4.5	3.5	5.4	4.6	5.1	6.0	*45.9**
Enthusiasm	5.3	3.9	3.1	5.0	4.5	4.7	5.7	*36.2**
Vigor	5.1	4.5	3.5	4.9	4.2	4.8	5.2	*13.2**
Placidity	5.4	4.4	3.2	5.2	4.3	5.1	5.6	*30.0**
Overall affective well-being (2)	4.7	4.1	3.1	4.9	4.1	4.7	5.4	*81.7**
Self-reported performance	6.2	4.8	3.5	5.3	4.5	5.1	5.8	*16.8**

*p<0.001

(1) The measures of authentizotic climates were combined into one measure (Alpha=0.84).

(2) The measures of affective well-being were combined into one measure (Alpha=0.85).